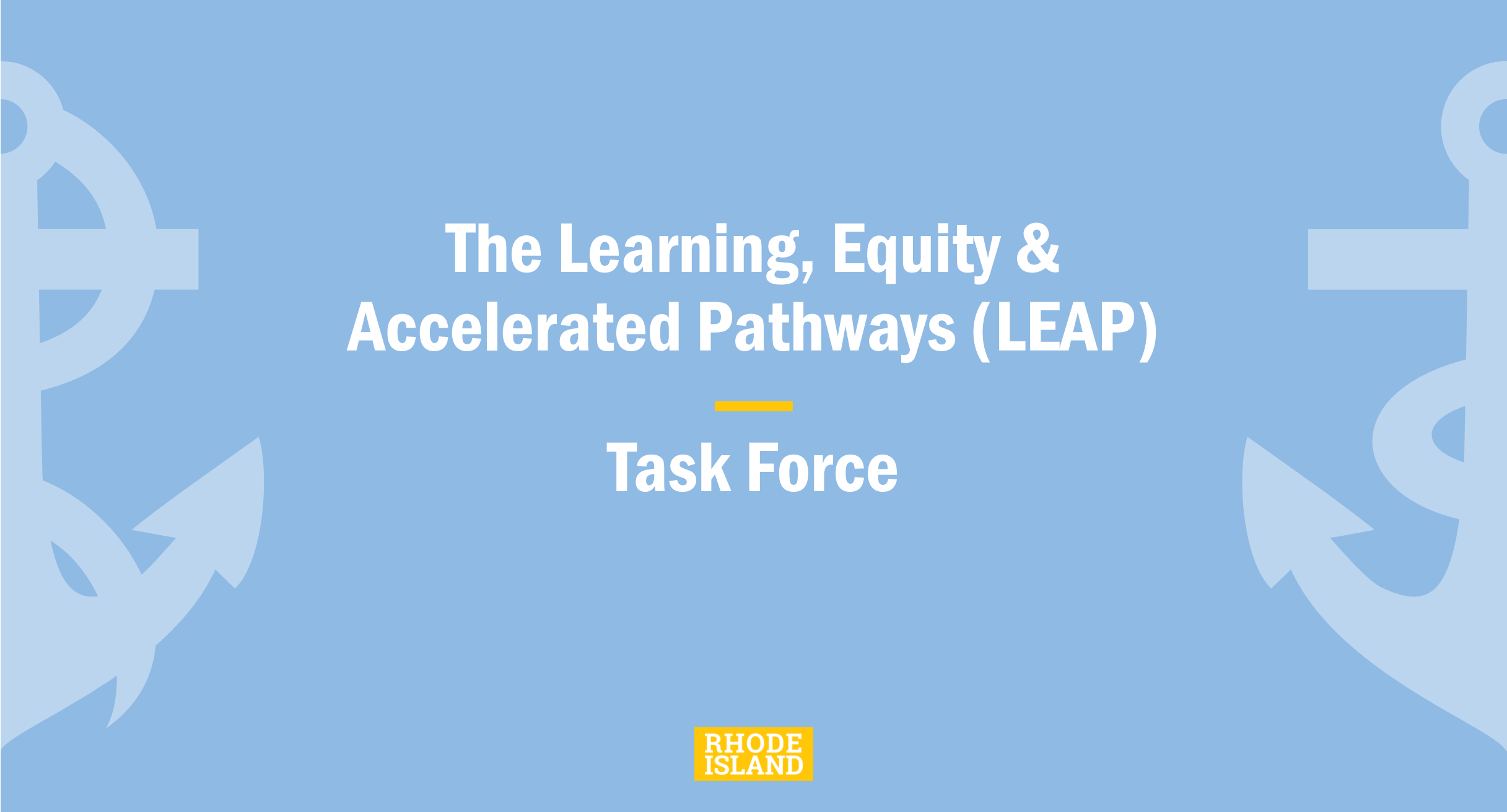


Enclosure 5a
March 9, 2021

Rhode Island LEAP TASK FORCE

March 9th, 2021

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The Learning, Equity & Accelerated Pathways (LEAP)

Task Force

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RIDE Mission and Vision

RIDE Mission

The mission of the Rhode Island Department of Education (RIDE) is threefold:

1. To lead and support local education agencies (LEAs), schools, and communities through a unified, strategic direction for education in the state.
2. To use policy, advocacy, and governance structures to create an environment that advances opportunities for all students.
3. To maintain collaboration and efficiency in the department that enables innovation, agility, and continuous learning.

RIDE Vision

RIDE creates conditions for every Rhode Island student to think critically and collaboratively, and act as a creative, self-motivated, culturally and globally competent learner. Rhode Island students are prepared to lead fulfilling and productive lives, succeed in academic and employment settings, and contribute meaningfully to society.



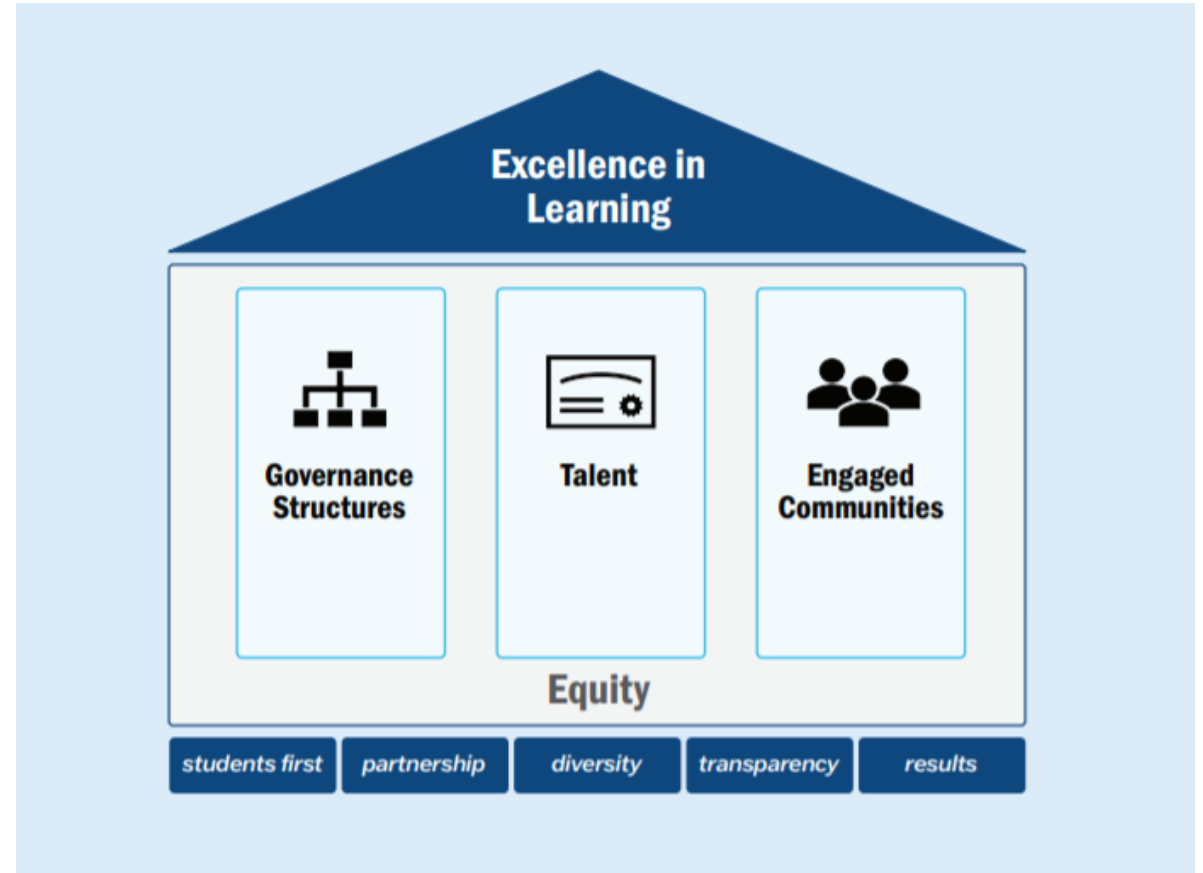
RIDE Priorities

Guiding its mission and vision are the following priorities:

- **Equity**
- **Excellence in Learning**
- **Engaged Communities**
- World Class Talent
- Governance Structures

In prioritizing “Equity, Excellence in Learning, Engaged Communities” in particular, RIDE is committed to providing support and resources that allow every LEA to meet the needs of all students with input from stakeholders.

View commitments aligned to each priority [here](#).



Rhode Island LEAP Task Force Membership

Angélica Infante-Green, Commissioner

Victor Capellan, Senior Advisor to the Commissioner

Ana Riley, Deputy Commissioner for Instructional Programs

Jim Erinakes, Exeter-West Greenwich School Department

Dr. Kelvin Roldán, Deputy Commissioner for System Transformation

Alex Molina, City Year

Andrew Bramson, College Crusade of Rhode Island

Angelo Garcia, Segue Institute for Learning

Ashley Adamson, RI Teacher of the Year, Portsmouth

Charmaine Webster, Parent, Woonsocket

Dr. Anthony Rolle, University of Rhode Island, College of Education

Dr. Jonathon Brice, Bristol-Warren Regional School Department

Dr. Julia Rafal-Baer, Chiefs for Change

Dr. Kenneth Wong, Brown University, Department of Education

Dr. Nate Schwartz, Brown University, Annenberg Institute

Dr. Renee Palazzo, Ponaganset High School, Scituate

Hillary Salmons, Providence After School Alliance

Hon. Joseph McNamara, Rhode Island House of Representatives

Hon. Sandra Cano, Rhode Island Senate

Jennifer Wood, Rhode Island Center for Justice

Jeremy Chiapetta, Blackstone Valley Prep

Jim Vincent, Providence NAACP

Juan Carlos Payero, Portsmouth School Committee

Juanita Montes de Oca, Generation Citizen

Khechara Bradford, Providence Public Schools

Larry Warner, United Way of Rhode Island

Marcela Betancur, Latino Policy Institute

Mario Bueno, Progreso Latino

Neil Steinberg, Rhode Island Foundation

Paige Clausius-Parks, Rhode Island Kids Count

Ramona Santos Torres, Parent, Providence

Sam Salganick, Rhode Island Parent Information Network

Sean Doyle, RIFTHP Member, Teacher in West Warwick

Soljane Martinez, Brown University, Annenberg Institute

Sue Warburton, NEA-RI Member, Teacher in North Kingstown

Tammy Warner, RI Office of Postsecondary Commissioner



Rhode Island LEAP Task Force Approach

The Learning, Equity & Accelerated Pathways (LEAP) Task Force is engaged in a participatory, evidence-informed, data-driven process to understand the academic and social-emotional impact of COVID-19 in partnership with practitioners, parents, students, community leaders, experts and a variety of stakeholders across the State of Rhode Island. RIDE will use this process to develop recommendations that inform strategy (short- and long-term) and align resources to achieve coherence.



Rhode Island LEAP Task Force Goals

- Assess the impact of COVID-19 on the schools and communities across Rhode Island
- Analyze Rhode Island specific academic and non-academic data
 - Interim assessments, demographic and descriptive data, disaggregated student groups, etc.
 - Summer and expanded learning
- Identify areas of focus and engage with national experts in each of those areas
- Identify research-based, high-leverage strategies for addressing identified root causes and establish a strategic focus for Rhode Island
- Provide field guidance and align stimulus funding to instructional priorities driven by the data.



High Level Analytic Take Aways from Current RI Data

1. Enrollment in public education has declined; this decline is most pronounced in early childhood.
2. Of those enrolled, most districts' attendance has declined; this decline seems most pronounced for multilingual learners, differently-abled, students of color, and students living in poverty.
3. Of those students we are seeing absent, there is an increase in chronic absence, as opposed to an increase in unique student absences.
4. Fall interim assessments show students nationally -- and in Rhode Island -- are behind where they typically are, especially for the early elementary grades with varying effect sizes.
5. Among subjects assessed, students are further behind in mathematics than in reading/English-Language Arts.
6. There are many areas of students' experiences related to schooling that we currently do not have the data to fully understand; collection of this data is in progress, via SurveyWorks.



High Level Analytic Take Aways from Summer Learning

Summer Learning (SAIL)

1. Over 14,000 Rhode Island students participated in these programs last summer
 - Nearly 10% of the total statewide student enrollment (143,789 students in 2019-20)
2. RIDE used federal CARES Act funds in Summer 2020 to fund:
 - In-person programming
 - 9,042 students statewide participated
 - Opportunities for up to 16,507 students to participate
 - Summer Academy for Interactive Learning (SAIL) with Prepare RI
 - 75 providers funded; 430 learning opportunities offered
 - 6,795 learning opportunities taken (2,078 in Readiness courses, 4,717 in other courses)
 - More than 4,000 unique students served; 30% of students from urban core districts



High Level Analytic Take Aways from Expanded Learning

Expanded Learning Opportunities (ELOs)

1. National Summer Learning Project (NSLP) conducted a systematic evidence review (a longitudinal study across multiple urban sites conducted over 8 years) on summer programming and found that academic, social/emotional, physical and mental health, employment activities can be effective.
 - NSLP programs also filled opportunity gaps such as enrichment activities varied by district and by site, run by community-based partners and included non-academic activities.
2. Accelerating student learning required leveraging in-school and out-of-school time.
 - Summer provides an opportunity to promote student achievement, provide enrichment opportunities, and target resources to those most in need. Recommendations for ensuring sufficient duration and attendance include:
 - offer academic programs 5-6 weeks over multiple summers,
 - promote regular attendance by signaling expectations,
 - follow-up reminders about the program,
 - create engaging programming and
 - maintain a positive environment.



High Level Analytic Take Aways from Expanded Learning

High-Dosage Tutoring & Mentoring

1. Youth who benefit from caring relationships with non-parental adults are substantially more likely to persist and succeed in school (Van Dam et al., 2018).
2. Effective tutoring programs are:
 - frequent (3-5 times a week),
 - connected with school (ideally during school hours),
 - utilized high-quality instructional materials (not in a session),
 - personalized (no more than 4 students per tutor in a session),
 - ongoing training & coaching for tutors, and
 - sustained relationships with tutors who work with the same students over time.
3. For high-dosage tutoring programs to sustain success state agencies and schools can: start small, build from the ground-up, leverage local partnerships & expertise, tap leaders who are problem solvers– not just implementers, expect failures – learn from them – improve, and conduct ongoing evaluations.



Rhode Island LEAP Task Force Cadence

Over the next 30 days, a committee of practitioners, community members, advocates, and educational experts will engage in a substantive solutions-finding process to identify the highest leverage strategies for a state-wide strategy to mitigating COVID-19's impact, and helping the state set its instructional agenda.

Cadence	Purpose	Topics Addressed
Feb. 11	Task Force Launch Session	Keynote from the 10 th U.S. Secretary of Education Dr. John King Jr.
Feb. 16	Understanding Root Causes	Academic and non-academic data along with key analytic insights
Feb. 23	Drawing Upon National Expertise	Expanded learning opportunities (E.g., summer, tutoring, etc.) – Dr. Jennifer McCombs, RAND & Dr. Matthew Kraft, Brown University
Mar. 2	Drawing Upon National Expertise	Meeting needs of diverse populations – Dr. Marc Brackett, Yale Univ; Dr. Madeline Mavrogordato, MSU; & Dr. Nathan Jones, Boston Univ
Mar. 9	Drawing Upon National Expertise	Thinking through a whole-of-system response via an equity lens – Dr. Kenneth Wong & Prof. Paul Reville
Mar. 16	Recommendations	Deliver draft recommendations to task force for feedback
Mar. 23	Final Report	Review and finalize revised draft recommendations to the task force

Thank you!

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